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NEWS AND NOTES.

To Dr. W. H. Metzler, more, perhaps, than to any other one person, is the National Council indebted for its promise of success. In the last analysis, the Council will be retarded, or promoted, in the degree to which its journal serves the needs of teachers of mathematics. Dr. Metzler, former editor of the *MATHEMATICS TEACHER*, saw not only the necessity of the Council having a strong journal, but saw in the Council the possibilities of greatly enlarging the usefulness of the *TEACHER*. He accordingly helped effect a reorganization of the Editorial Board, by which the *TEACHER* became the journal of the National Council. Dr. Metzler continues a vital connection with the management of the *TEACHER* in the capacity of Chairman of the Board of Contributing Editors. This board will determine the general policy of the *TEACHER*. In this capacity the *TEACHER* is assured of the wisdom and support of a recognized leader who, almost without assistance, has for twelve years edited the best American journal covering the field of secondary school mathematics.

CHARLES M. AUSTIN, President of the National Council of Teachers of Mathematics, is head of the department of mathematics in the high school at Oak Park, Illinois. He was the moving spirit in the organization of the Chicago City Mathematics Club, as well as of the National Council. Mr. Austin has long been known as a vigorous leader in the movement to vitalize high-school mathematics.

DR. HAROLD O. RUGG, Vice-President of the Council, is Educational Psychologist in The Lincoln School of Teachers College, New York City, and Editor-in-Chief of the *Journal of Educational Psychology*. Dr. Rugg has been associated with John R. Clark in a series of investigations in the reorganization movement in secondary mathematics.

JOHN A. FOBERG is probably our best known high school teacher of mathematics. He is Secretary-Treasurer of the

National Council; Business Manager of the **MATHEMATICS TEACHER** and Vice-Chairman of the National Committee on Mathematical Requirements. The state of Pennsylvania has induced him to leave the Crane Technical High School, Chicago, to become State Director of Mathematics. Mr. Foberg, the State of Pennsylvania and the cause of mathematics are to be congratulated.

DR. JONATHAN RORER, of the Central High School, Philadelphia, is ably representing the Council, as a member of the Executive Committee, in his section. Dr. Rorer gives courses in the teaching of Junior High School Mathematics in the Johns Hopkins University. Many Baltimore teachers are enrolled in the courses.

MARIE GUGLE, assistant superintendent of schools in Columbus, Ohio, represents the Council both as a member of the Executive Committee and as an editor of the **TEACHER**. Miss Gugle has been active in the Central Association of Science and Mathematics Teachers.

W. D. REEVE, of the University of Minnesota High School, is irresistible in his enthusiastic campaign for the Council. Through his efforts more than one hundred and fifty teachers in Minnesota have joined the Council.

W. A. AUSTIN, of the Fresno, California High School, represents the Council in the far west. He has been a contributor to various journals.

MR. W. E. BECK, of Iowa City, Iowa, has been very active in the Central Association of Science and Mathematics Teachers. He has presented the plans of the Council to many teachers in the Middle West.

ANY enumeration of those who have been active in the organization of the National Council would be incomplete if the names of M. J. Newell of Evanston, Ill., E. R. Smith of Baltimore, D. W. Werremeyer of Cleveland, Raleigh Schorling of the Lincoln School, W. C. Eells of Walla Walla, Washington, D. E. Smith of Teachers College, W. W. Gorsline of Chicago, Alfred Davis of St. Louis, W. E. Breckenridge of New York, and William Betz of Rochester, were not included.

"THE annual meeting of the Association of Teachers of Mathematics of the Middle States and Maryland was held at the Johns Hopkins University, Baltimore, Maryland, on November 27, with one hundred and ten persons in attendance. Dr. Metzler, Editor of the MATHEMATICS TEACHER from its beginning until its transfer to the National Council, explained that members of the Association would receive the January and February numbers of the TEACHER because of their membership in the Association, but that members would have to arrange with the National Council for the March number and subsequent issues. At the conclusion of his remarks Dr. Metzler was tendered a vote of thanks by the Association for his labors on the TEACHER. In the opening remarks of President Breckenridge, in the remarks by Dr. Metzler, and throughout the meeting the sentiment was continually expressed that the Association should accord the Council enthusiastic support because the Council, representing the whole country, may be able to secure action on reforms desired by the Association.

"Dean Hawkes, of Columbia, discussed the report* of the National Committee on new requirements for admission to college. The speaker gave a very interesting discussion of the spirit of the report. Two-minute discussions of Dr. Hawkes' remarks were made by Dr. Rorer, Mr. H. F. Hart, Mr. Raleigh Schorling, and Miss Baker.

"The remainder of the program of the morning was given over to a discussion of the Report (Circular No. 6) of the National Committee on Junior High School Mathematics. Mr. E. R. Smith, Headmaster of the Park School, Baltimore, opened the discussion, speaking on the literature and general considerations on which the report is built. Miss Annabel White, of the Western High School, Baltimore, discussed experiences in Baltimore with the type of mathematics advocated in the report in the junior grades. Dr. J. T. Rorer, of the William Penn High School, Philadelphia, followed with the discussion of the uselessness of too early specialization in the junior grades and the distinguishing characteristics of present

* It is expected that members of the Association will receive this report when it is printed and distributed by the Bureau of Printing at Washington.

texts in the junior high school field. Dr. Harry English, supervisor of mathematics in Washington, closed the discussion with a comparison of the likenesses and differences of the reports of the National Committee on Junior High School Mathematics and that on first courses for high schools (Circulars 5 and 6).

"Mr. Raleigh Schorling, of the Lincoln School, New York, read the paper of the afternoon on "New Experimental Courses in Mathematics." This paper was a fitting climax to an interesting day. He discussed the curricula in mathematics in use in such schools as the Cass Technical School, Detroit, the school connected with the University of Missouri, the ideas contained in the Rochester, N. Y., curriculum, and others. There was much regret that time did not permit of his speaking at any length of the course in the Lincoln School." (Contributed by H. F. Hart, Montclair, N. J.)

THEODORE LINDQUIST, one of our cooperating editors, published in the October, 1920, issue of *School and Society* an important article on the "Application of Business Principles to Junior High School Mathematics." Convincing argument is advanced for deferring until later in the course, than has customarily been given, the treatment of certain phases of business practice.

"WHY Study Mathematics?" is the title of an unusually cleverly written article published by Professor Arnold Dresden of the University of Wisconsin in the October 30, 1920, issue of *School and Society*. Through conversational style the author tells the reader what the mathematician means by *functionality*.

THERE is increasing emphasis on the *problem method* of teaching. Readers who are interested in the literature of this method will welcome Professor Parker's series of articles on "Problem Solving or Practice in Thinking," which appeared in the 1920 September, October and November issues of the *Elementary School Journal*.

THE Chicago teachers of high-school mathematics have been working on an improved curriculum for the ninth grade. Mr. Olice Winter of the Harrison Technical High School can supply information relative to this investigation.

"THE Mathematics Section of the Indiana State Teachers' Association met in Indianapolis, October 21. The program consisted of: Report of Committee to Cooperate with the National Committee on Mathematical Requirements. "High School and College Mathematics," Thomas E. Mason, Purdue University. "Tests and Examinations—Their Uses and Abuses," J. A. Reising, Fort Wayne High School. "Mathematics—Theoretical or Practical," Jesse E. Adams, County Supt. of Knox County." (Contributed by F. H. Croninger, Fort Wayne, Ind.)

"THE program of the first meeting of the Chicago Mathematics Club on the evening of October 14, included: (1) Claims of the National Council, Mr. C. M. Austin, President of the National Council. (2) An Introduction to a Number System, Prof. E. H. Moore, Chicago University. On November 12 the program was: (1) Outcome of the questionnaire among the Chicago teachers on "What Shall Constitute the Material of the First Year in Mathematics?", Mr. Olice Winter, Harrison Technical School. (2) Discussion of the report of the National Committee on Junior High School Mathematics, Mr. J. A. Foberg." (Supplied by M. J. Newell, Evanston, Ill.)

J. C. BROWN, who is contributing "Geometry in the Junior High School" in the February issue, is the author of a report on "Comparative Curricula in Mathematics." This report, published by the Bureau of Education, is one of the most helpful sources of suggestion for Junior High School Mathematical Curricula.

JOHN CROWELL, of the Swift Continuation School, Chicago, made an inquiry of the department heads in the establishment of Swift and Company concerning the specific kinds of mathematical skill and knowledge which they thought their employees ought to possess. This investigation was reported to the Chicago Mathematics Club at the April meeting.

MORE than one hundred teachers attended the December meeting of the Cleveland City Mathematics Club.